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ABSTRACT

Compiled as a resource guide for faculty development programs, this manual presents a collection of ideas, materials, and resources designed to increase the effectiveness of adjunct staff members in postsecondary occupational education. After a statement of the manual's purpose, the next section provides a perspective on disadvantages facing adjunct faculty, barriers to programs for part-time faculty, the context of inservice assistance, and a model to assist in program development. Outlines for seven inservice programs/activities are presented next, detailing objectives, materials, schedules, and comments regarding effectiveness. Suggestions for non-program inservice activities follow, including the buddy system, department integration, adjunct faculty organizations, and newsletters. The bulk of the manual contains resource papers, which can be used as starting points in various development and evaluation activities. These papers consider: (1) students with handicapping conditions; (2) women in two-year college career programs; (3) teaching classes of individuals; (4) instruction by lecturing; (5) the examination process; and (6) evaluation of college teaching. A 69-item bibliography is included. (LL)

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FACULTY DEVELOPMENT MANUAL

for

ADJUNCT STAFF

IN POSTSECONDARY OCCUPATIONAL PROGRAMS

VEA 53-81-0429

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PURPOSE

Teaching has been described as both an art and a science. Regardless of perspective, there is agreement that effective teaching requires skill and competencies that vary widely among individual instructors. This manual has been compiled as a resource guide for faculty development programs designed to increase the teaching effectiveness of adjunct staff members in postsecondary occupational education.

There is general agreement that part-time faculty (as well as full-time faculty) deserve and could benefit from assistance in teaching. Lack of money is a common barrier, but time is just as real; time to consider what to do and design ways to do it. Often a small amount of money can be found to implement an idea, but it is more readily found in reaction to an activity plan than before the plan.

This faculty development manual was designed with a focus of helping to overcome the time barrier when developing strategies. Models of program efforts are presented that have met with success as project colleges have implemented activities to address the needs of their occupational adjunct faculty. They are offered in the spirit of "how about this technique." Borrowing and adapting is encouraged. The ideas incorporate use of the resource papers which comprise the second section of the publication.

The reader is also referred the companion project publication, Sourcebook: Individualized Inservice Education for Adjunct Occupational Faculty, 1980, for the following resources for local adjunct faculty professional development activities:

1) a model handbook for occupational adjunct faculty; the setting is fictitious, but essential components of such a document are illustrated in detail.

2) assessing the needs of adjunct faculty on an individual and group basis; instruments and suggested methods of analyses are included.

3) a series of discussion papers related to more effective instructional performance; topical areas include college mission, students, instructional strategies.

(The contents of the Sourcebook are outlined in the appendix of this publication.)

The participating colleges listed on page i have initiated and are continuing to provide programs, services, activities, and materials that have been deemed important to local adjunct faculty. Over the two-year period some colleges chose a one-to-one approach to adjunct inservice; however, most selected the alternative formats of small or large group activities. Project staff have tried to provide the motivation and assistance sometimes needed from an external source in order to actually get activities underway. The individuals identified as liaisons at the cooperating colleges stand ready to serve as a resource to colleagues at other colleges as well as to each other. An informal network of persons experienced in adjunct inservice education is emerging. This publication, then, is a collection of ideas, materials and human resources to be used to assist occupational adjunct faculty become more effective instructors.

PERSPECTIVE

Adjunct occupational program faculty bring a wide range of experiences and competencies to the teaching position. Typically they are employed as instructors because of their specialized skills and knowledges, and are particularly valuable staff members in situations where the demand for a particular course exceeds the workload capacity of regular full-time faculty.

Students regard an adjunct instructor with the same expectations, demands, and prestige as they do a full-time faculty member. It is at this juncture that many adjuncts are, or perceive themselves to be, disadvantaged because they:

--have very limited contact with the faculty and the college

--feel "left out" of problems, policies, and concerns

--are unable to attend faculty meetings and college functions, even when invited

--are unfamiliar with many aspects of campus life such as bookstore hours, counseling and remedial center assistance, clerical support services, the purchase of instructional supplies, and the myriad of other details that can arise from the job of teaching

--have not been trained as teachers and/or have had little teaching experience

--view their adjunct role very seriously and would welcome assistance in doing the job.

Our experience in working with colleges has demonstrated that the treatment of adjunct faculty is uneven both among colleges and among departments within a college. Some departments include adjuncts in every aspect of faculty activities. Others are interviewed at the time of employment and rarely see a colleague unless teaching schedules allow a hallway meeting or if administrative contact is required to solve a particular problem.

Adjuncts are not purposely neglected, but because of their part-time existence and temporary status, special-purpose efforts are needed to provide opportunities for their growth as college faculty. There are a number of assumptions about adjuncts that are widely held and act as barriers to programs for adjunct faculty. These include:

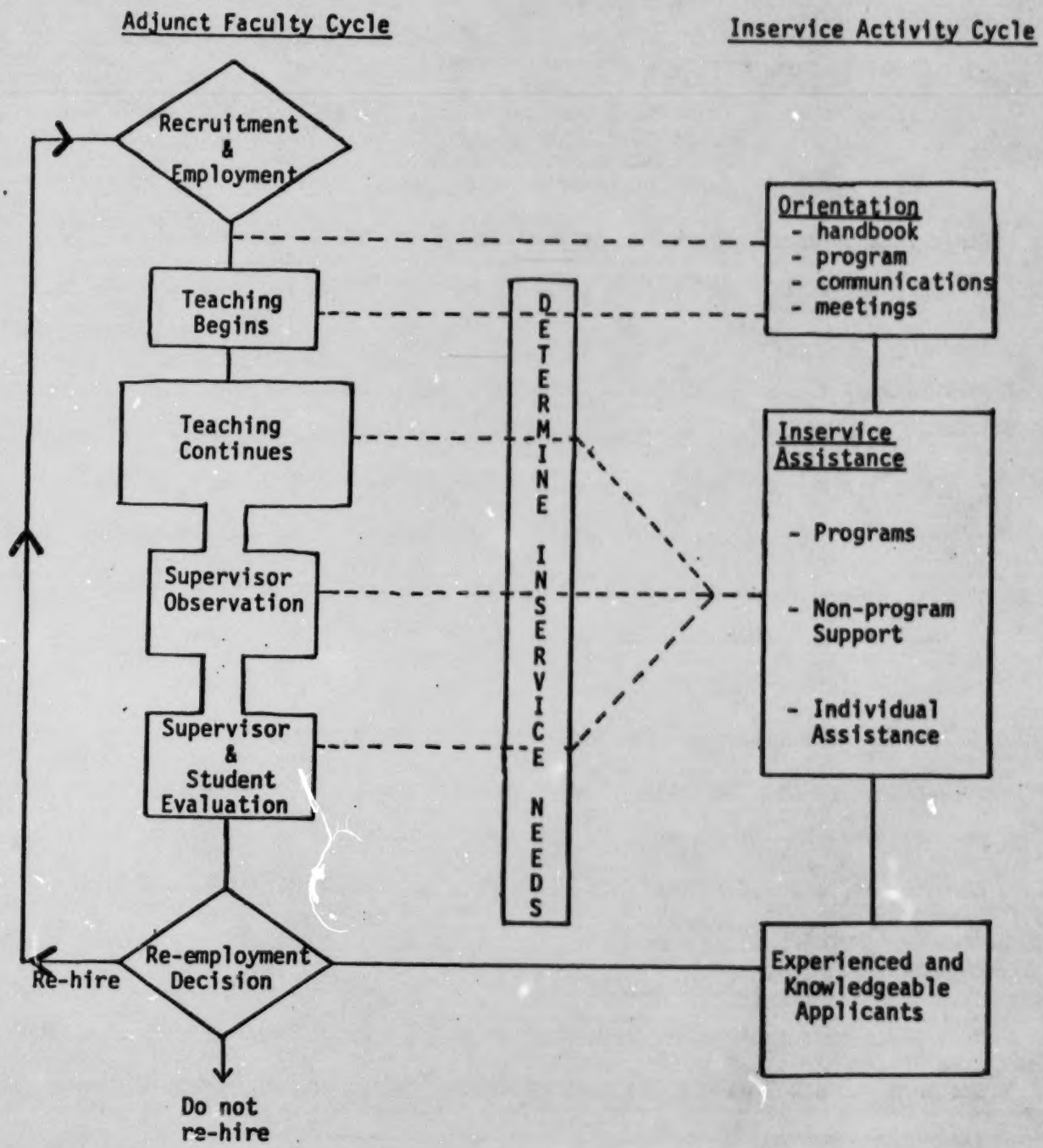
1. Many adjuncts are competent, knowledgeable and experienced and require no additional assistance.
2. Supervision of adjuncts is only one responsibility of a department chairperson or coordinator and realistically not a priority demand of the position.
3. Special assistance programs take time and money, neither of which is plentiful.
4. Adjunct faculty are not required to have office hours or attend meetings, with the possible expection of an orientation session, so any activity beyond the teaching assignment is extra duty that requires compensation.
5. Many adjunct faculty hold full-time jobs that inhibit even voluntary participation in faculty inservice activities.

Our project experiences have shown that these assumptions should be questioned and, in many instances, can be overcome.

The Context of Inservice Assistance for Adjunct Faculty

The semester life cycle of adjunct faculty can be viewed in four phases: recruitment and employment, initiating the teaching role, continuing the instructional process including evaluation of their performance, and the re-employment decision.

Context Model



As adjunct faculty work through this cycle their needs can be categorized into three levels:

primary level - recognition and communication

second level - information and clarification of policies, procedures, regulations, and practices

third level - improving instructional skills

Project experiences have shown that adjunct needs at levels one and two should be addressed first. Activities focusing on these needs provide a degree of readiness for level three assistance that is rarely present if adjuncts do not feel part of the college.

Faculty handbooks, letters of welcome, notices, and memoranda all contribute to adjunct needs for recognition and procedural information. Orientation programs are also primarily devoted to these needs. Continuing assistance such as programs, meetings and individual interactions, reinforce and clarify recognition and information as well as begin to impact level three needs, improving instructional skills.

Due to the uniqueness of the adjunct faculty member, the inservice suggestions in this publication usually touch on all three levels. The following program outlines and non-program options are ideas for and models of programs and activities that can be readily adapted, implemented and have a positive impact.

We have not included models or formats of extended learning activities that build measurable competencies. Our project experiences dictate that such programs are not feasible for most colleges to develop and implement even though they may be desirable.

PROGRAM ASSISTANCE MATERIALS

Program Outlines

A popular format for providing assistance to adjunct faculty is a program (modified workshop) where procedural, social and instructional considerations can all be addressed to some degree. It can be advertised as an event, employ external presenters as well as local college staff as drawing cards and reach a large number of adjunct faculty. The primary disadvantages are scheduling at a time when most can attend and the relatively superficial level that can be attained with large group sessions unless follow-up activities are undertaken.

This section consists of seven program outlines, each with varying objectives, topics and comments that relate to effectiveness. The program outlines use the resource papers subsequently included in this publication but other topics and materials could be easily substituted. The reader is invited to replicate, adapt and use in ways deemed most appropriate.

Program Outline I

Two-Hour Session - Plus Social

OBJECTIVES:

- To provide adjunct faculty with policy and procedural information
- To provide adjuncts an opportunity to meet and interact with other college personnel

ATTENDEES: All adjunct faculty

Staff: President, Academic Administrators, Business Officer, Department Chairpersons

MATERIALS:

- Adjunct Faculty Handbook
- Agenda
- Parking Permits
- Hand-outs (Business Office)
- Campus Map
- I.D. Cards

SCHEDULE:

President's Welcome: (20 minutes)

History, Mission and Organization of College
Introduction of Administrators and Department Chairpersons

Dean(s): (20 minutes)

Importance of Adjunct Faculty to Program Priorities
Hand-out Materials and Brief Summary

Divisional Meetings: (1 hour)

Break into informal group meeting headed by department chairperson.
Explanation of help adjuncts can receive, question/answer.

Social/Refreshments:

Wine and Cheese; Coffee, Soda, Snacks

EXPERIENCE SHOWS:

- The presence of the college president gives credence to the program.
- There is no perfect time but Saturday mornings, late afternoons and after dinner have all been acceptable times at different colleges.
- Never on Fridays; other week nights acceptable.
- Greater participation and attention if the social break is held at the end of session rather than between the administrative and divisional meetings.

Program Outline II

Beginning of Semester Half-Day Workshop

OBJECTIVES:

To provide adjunct faculty:

- with a sense of belonging and being an essential part of the college
- with policy and procedural information
- an opportunity to meet and interact with other college personnel
- assistance toward better understanding of students with special needs

MATERIALS:

- Adjunct Faculty Handbook
- Agenda
- I.D. cards
- Map of Campus
- Hand-outs (Business Office forms and Resource Papers: Students with Handicapping Conditions and Women in Two-Year College Programs)

ATTENDEES: Adjunct Faculty

Staff: President, Guest Speaker, Academic Administrators, Business Officer, Department Chairs

SCHEDULE:

9:00 a.m.	President: Welcome, Introduces Administrators, Faculty and Topics
9:30	Deans: Importance of Adjunct Faculty to Program Priorities
10:00	Administrators: Hand-out materials and brief summary of each
10:20	Refreshments Break
10:30	Topic: Meeting Special Needs of Special Students--Guest Speaker
11:00	Designated Panel (staff): Meeting special needs--10 minute presentations followed by group discussions; presenters use topical papers as guides, supplemented by own experiences and unit services.
11:40	Tour: Informational tour of facilities for those interested

EXPERIENCE SHOWS:

- Speaker and panel members are important to the success of workshop; make it informative.
- A number of adjuncts (new and old) like to tour facilities.
- If majority of your adjunct faculty have experience teaching at the college, do not dwell on housekeeping and repetitive (to them) details. A separate meeting for new adjuncts may be more effective.

Program Outline III

Middle of Semester Saturday Morning

OBJECTIVES:

- To increase adjunct awareness of alternative teaching techniques that can be applied to classroom teaching

ATTENDEES: All adjunct faculty

Staff: President and or academic dean(s), faculty; two to four (recognized as outstanding on topics of the day; e.g., lecturing, preparing examinations)

MATERIALS: Selected Resource Papers, faculty presenter hand-outs, chalkboard, overhead projector.

SCHEDULE:

8:30 a.m.	Coffee and Danish
9:00	Introductions of Program Topics and Relevance to Two-Year College Teaching (by President or Academic Administrator)
9:20	Designated faculty presentations using topical papers as guides for their presentations (plus examples of their own experiences to strengthen and supplement their talks); can be panel or series.
10:20	Hand-outs (Resource Papers) and brief explanation of related material and services available
10:30	Refreshment Break
11:00	Group Discussions with faculty presenters as leaders
11:30	Report of Groups
12:00	Adjourn

EXPERIENCE SHOWS:

- Adhere to a time table
- Saturday seems to be a better alternative than shorter evening sessions but local choice and ease of travel should be deciding factors
- If using evening session format, do not expect much substantive participation after a meal or refreshment break
- Do self-evaluation of program immediately after program; your chances of improving next session will be enhanced.
- Using faculty as presenters allows effective teaching to be recognized.

Program Outline IV

Breakfast Meeting

OBJECTIVES:

- Provide an informal situation where adjuncts can get to know each other and selected administrators
- Increase adjunct understanding of appropriate use of lecturing and questioning as teaching techniques

STAFF:

Dean, Adjunct Co-ordinator, Department Chairs

ATTENDEES:

Adjunct Faculty from one or two departments

MATERIALS:

Resource Paper(s) on Lecturing and Questioning Techniques, Blackboard, Table Lecturn

SCHEDULE:

8:00 a.m.	Breakfast served in campus dining facilities
8:30 a.m.	Welcome and Introductions by co-ordinator
	Two brief presentations by department chairs; on the "Uses and Abuses" of each teaching technique
9:00 a.m.	Discussion and Reactions
9:20 a.m.	Handout Resource Papers (if not mailed previously with invitation)
	Closing Remarks
9:30 a.m.	Adjournment

EXPERIENCE SHOWS:

- Many adjuncts prefer to take time around breakfast rather than later in their work day
- Smaller numbers (perhaps 1 or 2 departments) are more effective than larger numbers
- The breakfast format can be repeated during the year to cover a series of topics

Program Outline V

Open House Orientation

OBJECTIVES:

- To recognize importance of adjunct faculty
- To allow for varied adjunct demands on time
- To provide an opportunity for adjunct faculty to get to know each other and college staff members

ATTENDEES:

All adjunct faculty

STAFF:

All administrators and division/department chairs that are available

MATERIALS:

All informational and procedural handouts not previously mailed or handled in another manner

Name tags

SCHEDULE:

Wine and Cheese Open House 3:00 - 9:00 p.m.

College Union or Dining Hall

This event is scheduled as a drop-in event. Adjuncts meet with department chairs either before or after in adjacent rooms for orientation business. All come and go from the social open house as their schedules and interests permit. Department chairs or coordinators may schedule small group meetings as necessary.

EXPERIENCE SHOWS:

- The outcomes are largely affective and valuable
- The long hours accommodate varied working schedules
- This agenda can handle large numbers effectively

Program Outline VI

Business Luncheon

OBJECTIVE:

- To increase awareness of college's policy on affirmative action and sex equity

ATTENDEES:

Adjunct Faculty from selected departments

STAFF:

President or designee, appropriate administrative staff (i.e. personnel director, coordinator of equity related programs), guest speaker - community or business leader, legislator or other knowledgeable person

AGENDA:

12:15 p.m.	Welcome and Introductions
	Luncheon
12:45	Guest Speaker
1:05	President or designee discusses college policies and programs
1:15	Discussion and Questions
1:45	Adjournment

EXPERIENCE SHOWS:

- This schedule takes advantage of the luncheon meeting time slot common to business and community organizations
- The luncheon context is more appropriate for a policy-type topic than for a technical information-type topic
- Hand-outs are often left or discarded--an item such as the Resource Paper on Women in the Two-Year College (with local additions) could be distributed through college mail

Program Outline VII

Brown-Bag Lunch or Informal Meal
(one of a series, scheduled each month)

OBJECTIVES:

- To increase adjunct faculty's understanding of how the college evaluates classroom teaching
- To increase adjunct faculty's awareness of how they can assess their own teaching

ATTENDEES: Adjunct faculty in one or two departments (depending on number involved)

STAFF: Adjunct supervisor and/or department chairperson(s)

MATERIALS: Resource Paper; Evaluation of College Teaching, Faculty Observation and Evaluation Form

SCHEDULE: One hour around meal time; noon or dinner hour

Brief presentations, questions and roundtable discussions on evaluating college teaching generally and the aspects that are higher priority for the particular department(s). Hand-outs can precede the meeting or be part of the meeting and followed up at next month's meeting.

EXPERIENCE SHOWS:

- Attendance may vary but if adjuncts feel the time is well spent, attendance will increase.
- Discussion is important to clarify feelings and interpretations of the ideal and the real.

Non-Program Inservice Activities

Some of the most valuable assistance for adjunct faculty can come from "non-event" activities that are continuous throughout the semester. The advantages of some of these approaches lie with the ability to follow-up one or more of the program options presented earlier in order to provide targeted assistance on classroom concerns. Some of these options, combined with the resource papers from both the previously published Sourcebook and this publication, also provide mediums for individualized assistance on problems that have been identified during supervisory evaluations and/or student evaluations.

The Buddy System

This can be particularly useful to new adjunct faculty. Establishing a system whereby a specific person, usually a full-time faculty member or a seasoned adjunct from the same department, acts as a buddy, big brother or sister, or guide, results in a unique support structure active throughout the semester. The new adjunct has a non-administrative source of information on how the system really works, from the bothersome details of ordering supplies to the often judgmental questions of grading standards and student discipline problems.

Department Integration

Many departments include adjunct faculty in as many facets of their affairs as possible. But many do not. Adjuncts can be invited to attend faculty meetings; memos and meeting minutes can be shared with them. Mailboxes and office space, even though they may be rarely used, give the adjunct a sense of belonging to the college that is important to their performance. Granted that they may be denied a formal vote on matters such as hiring and promotion, still

they are in a unique position to provide advice on textbooks and currency of curriculum issues. Adjuncts are also an excellent source of candidates for new adjunct positions--unless they have been treated so poorly that they would not recommend anyone for the job.

An Adjunct Faculty Organization

In situations where adjunct faculty do not have a faculty group to be part of, or for reasons of distance and time are unable to participate in a faculty group, an adjunct faculty organization may be a vehicle to promote collegiality and provide advice to the college from the adjunct faculty perspective. The advisory function can be formalized by membership on the appropriate college academic committee.

Newsletters/Bulletins

The usual communications from the college to adjunct faculty are procedural and regulatory in nature. They also deserve the news items; conferences, lectures, social events, awards and honors announcements, and other items sent to full-time faculty. If they read it for the first time in the newspaper, they can rightly feel that they are no different from the general public. An informed adjunct staff can be a valuable community relations resource as well as a more involved and effective instructional resource.

Other Specific Options

- hold a "Meet the President" social event with discussion of a current issue
- develop a collection of books, articles, and resource papers that can be loaned on a self-improvement basis
- provide a detailed guidesheet for the first class session
- hold a meeting to assist new adjunct faculty in developing the course outline
- invite selected adjunct faculty to speak to other classes on their occupational speciality (and to observe a more experienced faculty member).

PROGRAM RESOURCE MATERIALS

Resource Papers

The papers in this section have been developed to serve as summaries of topics within categories directly related to teaching in the two-year college: the student population, specific instructional techniques, examinations, and evaluation of teaching. The topics addressed by each paper were selected as a result of project activities during the second project year. In the previous publication, Individualized Inservice Education for Adjunct Occupational Faculty, 1980, the following topics are addressed in a similar format:

1.0 The Mission of the Community College
2.0 Motivating Students
2.1 The Adult Student
3.0 Thoughts on Effective Teaching
3.1 Instructional Roles
3.2 Using Instructional Objectives
3.3 Questioning Techniques
3.4 Instruction by Lecturing
3.5 Discussion Groups: An Instructional Technique
3.6 Testing and Grading

To maintain consistency, the number categories of the 1980 publication are carried over to the resource papers compiled for this manual.

Alternate Uses for Resource Papers

The actual design of an inservice effort for occupational adjunct faculty will grow from local rationale underlying the undertaking. The kind of support may vary from a one-to-one informal exchange to a more elaborate divisional session. The resource papers can be used in a variety of ways. Consider the following scenarios as potential strategies for local inservice support for occupational adjunct faculty:

A College Priority

An adjunct faculty coordinator reviews priority issues at the college and compares them to resource papers. A match is found on the topic of serving the needs of handicapped students. The resource paper is reviewed by the college's Coordinator of Special Programs and the Dean of Students to serve as a draft version of a handout to adjunct faculty. After revisions and additions of local data, three brief handouts are prepared for periodic mailing and three evening discussion meetings scheduled for adjuncts on meeting the needs of handicapped students in their classrooms.

A Presentation

An occasion has arisen when a department chairperson, dean or coordinator is asked to make a brief presentation to a group of occupational adjunct faculty. The resource papers can be used as a beginning point, or as the first draft of a summary of the presentation and made available to interested participants as a follow-up activity.

A Classroom Observation

The adjunct faculty member is observed and, while the judgments are generally positive, there is "always room for improvement." Good supervision includes suggestions on how to improve. The appropriate resource paper can be used as a handout to begin exploration of the topic as it applies to a particular individual situation. It can also change the focus of the discussion from the individual's performance to the ideas included in the paper. The resource paper also contains references for more in-depth reading and discussion.

The Student Evaluations

In reviewing the summary of data from first semester student evaluations, the chairperson or coordinator sees a lower than average trendline on lecturing with two adjunct instructors. Feeling unable to schedule personal meetings between semesters, the chair mails the resource paper on lecturing to the instructors with a note asking their reactions to it in terms of being useful to adjuncts generally and/or their class assignment particularly. A follow-up discussion later can broaden the discussion or focus it as appropriate to the individual.

General Communications

Adjuncts normally receive more regulation-related communications than instructional assistance materials. Although the resource papers may not fit the desired length or format for a general handout or mail-out, one or more could be abstracted or highlighted for this purpose. To be most effective a follow-up activity should be planned giving the readers more reason to read the materials.

Instructional Resource Center

A coordinator or department chairperson may feel the need to develop a set of instructional assistance materials that is personalized to the college department, or a targeted student group. In addition to books and reference materials, the resource papers can be used as something to work from, a challenge to cover the topics more effectively, or a summary from which highlights or tips can be taken. Criticizing and redoing someone else's work often results in pride of ownership and increased use by the new owner.

Intercollegiate Barter

Several colleges may each agree to develop a program on a particular teaching strategy or topic and subsequently trade presentations with each other--college A presenter goes to college B, and college B goes to college A. This technique promotes exchange and mutual support. The resource papers may serve as a common element among programs.

The Department Meeting

Although most of the time is usually spent on student concerns, curriculum planning and internal management issues, there are occasions when an instructional topic can be discussed, particularly if the meeting has both adjunct and full-time faculty present. A topic of particular interest to adjuncts is grading policies and practices, but resource papers can cue other topics as well. In this setting the resource paper can be used as a generator of discussion or point of departure for questions to be raised. For example:

Objectives of Business Department Meeting (held two weeks before initial marking period):

- to increase adjunct awareness of techniques to construct several different types of test
- to provide adjunct teachers with information as to strengths and limitations of several different types of tests
- to increase awareness of adjunct faculty of what may affect validity and reliability of a test

Agenda for Business Department Meeting:

- general departmental announcements
- update of grading procedures, questions (Department Chairperson - 15 minutes)
- hand-out resource papers to adjunct and new full-time faculty (others, if appropriate) and encourage reading and questions that arise; invite interested individuals to remain and use resource papers as basis for informal exchange to help adjunct and new full-time faculty (estimated time: 20-30 minutes).

Resource Paper #2.2: STUDENTS WITH HANDICAPPING CONDITIONS

Purpose: This paper summarizes federal legislation regarding students with handicapping conditions, and introduces changes in the instructional process that can be made to accommodate students with special needs.

The Law

The Guidelines for Eliminating Discrimination (1978) state:

> Recipients (of federal financial assistance) may not deny handicapped students access to vocational education programs or courses because of architectural or equipment barriers, or because of the need for related aids and services or auxiliary aids. If necessary, recipients must: (1) modify instructional equipment, (2) modify or adapt the manner in which courses are offered, (3) house the program in facilities that are readily accessible to mobility impaired students, (4) provide auxiliary aids that effectively make lectures and necessary materials available to postsecondary handicapped students, and (5) provide related aids or services that assure secondary students an appropriate education.

Federal regulations define a "handicapped person" as one who: (1) has a physical or mental impairment which substantially limits one or more major life activity; (2) has a record of such impairment; or (3) is regarded as having such an impairment. Examples of disabilities include, but are not limited to: speech, hearing, visual, or orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, mental retardation, emotional illness, drug addiction, alcoholism and perceptual disabilities such as dyslexia, minimal brain dysfunction and developmental aphasia.

Recent Office of Civil Rights regulations reaffirm that otherwise qualified persons cannot be excluded from participation in programs that receive federal assistance solely on the basis of a disability.

The Problem

Providing occupational education to students with handicapping conditions places new burdens on the college and the instructor; that of developing and utilizing additional innovations, techniques and strategies that will increase the chances of student success. Programs should be located in facilities that are accessible to students with mobility impairments. Instructional equipment and materials may require modifications as well as the general manner in which a course is taught, if a person's handicap prohibits equal participation to learn. Auxiliary aids or alternative information sources may also be necessary to accommodate a student's need.

It is not uncommon for faculty to react to handicapped students with feelings of inadequacy or resistance that stem from lack of understanding and time. The same may be said of handicapped student reactions to typical faculty. If the emotional reactions can be overcome, each can help the other, and the college can help both.

What Can Be Done?

The college has designated a staff member as coordinator, or some similar title, of services for the disabled. This staff person should be known and contacted for advice and assistance by both faculty and students. This office can also help clarify the definition problems. The counseling staff is also a good resource. They can lead students (and faculty) to information and accommodations that exist on campus as well as to external agencies, such as the Office of Vocational Rehabilitation and the Commission for the Blind and Visually Handicapped.

Many kinds of accommodations may be available from the college at little or no cost to the student. Examples are cassette tape recorders, talking books and players, large print books, and audio tapes of commonly used textbooks.

The college may also have resources to provide tutors, or student aides to act as readers, note takers, attendants or interpreters. Vocational counseling and alternate methods of testing can be made available on an individual basis. Many colleges have brochures describing services that are available.

The instructor can make small but effective accommodations for students with special needs by understanding that:

> ...to a person with a hearing impairment an instructor with a beard and moustache makes lip reading difficult and instructors who talk while facing the window or writing on the chalkboard is an insurmountable barrier.
>
> ...a seat in the front of the room may make a major difference for persons with partial sight or hearing impairments.
>
> ...allowing lectures and class discussions to be taped is not an invasion of the sanctity of the classroom but can be a crucial study supplement.
>
> ...adjusting the height of a lab table or desk allows an occupant of a wheelchair to use it.
>
> ...arranging a buddy system or small group activities can overcome a problem of physical dexterity for a student.
>
> ...designing an alternative test arrangement, such as oral instead of written, or extending the time for assignments or examinations to be completed is an important accommodation for some students.
>
> ...understanding that lateness or absence on the part of mobility impaired students may be caused by weather conditions, broken elevators or just plain distance.

Fortunately in most programs there is more than one acceptable method of performance, and accommodations can be made with a little effort. However, there are situations and performance requirements where persons with certain handicapping conditions may be seen as endangering their wellbeing or ultimately being incapable of properly performing certain tasks. Certain health occupations provide such extreme examples. In rare cases such as these, the college coordinator and counseling staff should be consulted.

Most handicapped students can be accommodated to some extent. Understanding of the student's needs is the beginning. A simple and straightforward question during the first class meeting will give students an opportunity to identify any special conditions that may affect their performance. This can be done verbally or by index cards as part of getting to know the class. If, however, a student wishes to remain silent that is his/her right. A personal discussion at a later date may be a more appropriate way to proceed.

In general, the single best source of information about the problems that handicapped students might encounter is the student.

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Resource Paper # 2.3: WOMEN IN TWO-YEAR COLLEGE CAREER PROGRAMS

Purpose: Women comprise a growing segment of the postsecondary student population; and many have special needs and factors external to the teaching-learning situation with which they must deal. In order to enhance the potential of academic success, adjunct instructors should be aware of these special characteristics. This paper summarizes several of these characteristics and their implications to the instructional process.

Women are entering the labor force in greater and greater numbers. Many are, therefore, enrolling in two-year colleges in order to prepare for employment. In some cases, women are seeking to increase their level of education and may, in fact, be attending without high school diplomas. Others are reentering the labor market after a period of absence, and need an update of skills to do so. In addition, younger women are pursuing career preparation in occupational programs which heretofore have seen few, if any, females enrolled. Current efforts are underway to guarantee an equity of access to career programs for all students regardless of sex or age. As part of these efforts, there is emphasis toward increasing awareness of nontraditional fields for females as well as males, and the career potential these fields offer in terms of pay levels, advancement opportunities, and personal challenge.

Many older women who have been homemakers, but for reasons of divorce, separation, or death or disability of spouse must now assume the role of head of household. These women are termed displaced homemakers and are a target population within vocational education. Other special needs groups include single heads of households and economically/educationally disadvantaged.

The older or reentry adult student is addressed elsewhere (see 1980 publication), and many of these factors also apply to the older female student. Beyond the common needs of the reentry student, the older female student may be seeking:

--Information and guidance relative to potential sources of financial aid.

--Child care services which are flexible, convenient, and inexpensive.

--A peer support system within the college allowing for interaction among students facing similar circumstances.

--Application of acquired experiences and a refocusing of skills, compentencies and knowledge to their selected career field.

--Developmental/remedial support of survival skills.

--An orientation to the content and characteristics of the career area.

The younger female may exhibit needs similar to the older woman in terms of peer support, remedial support, and orientation--especially if her career field is one which is considered nontraditional to her sex. In addition, the younger woman may need:

--counseling and/or supportive guidance towards assuming a unique role as a nontraditional student. The characteristics of the nontraditional student, both male and female, may be challenged by student peers; therefore, supportive services and support from the college will help address this need.

--comprehensive information and the identification of areas that may be problematic relative to potential on-the-job situations in a nontraditional role. This is not to imply that undue fears are to be emphasized, but rather that the individual be provided a realistic portrayal of what might be encountered in the world of work.

Implications to the Instructional Process:

a) Flexible instructional programs which lead to competencies necessary to function effectively in the career field; for example, assignments of a long term nature should allow reasonable time for adequate completion and yet allow students to address external problems that may arise.

b) Seek to provide unbiased materials, and review/revise existing materials; address existing bias constructively as part of the teaching-learning process.

c) Personal support in order that self-confidence and assurance can be acquired.

d) Awareness that nontraditional female students often overachieve or excel; there is a feeling that they must in order to be accepted within their chosen field.

e) Awareness of local affirmative action officer, college policies and individual staff members who coordinate efforts toward equity, special programs or workshops--often as part of special grants or continuing education designed to address targeted needs.

As an adjunct instructor, being aware of resources for students with special needs is critical to function at a maximum level of effectiveness. The following questions can be used as initial guides in considering the special needs of women in career programs:

1. How many students are enrolled in your class(es) who are nontraditional or reentry students?
2. What special needs do you find indicated by these students?
3. What referral sources are available to you at the college or in the community?
4. Are there peer support groups for targeted need groups within your program area?

5. How have you addressed biased or discriminatory materials within your instructional area?

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Resource Paper # 3.7: TEACHING CLASSES OF INDIVIDUALS

Purpose: It is no secret that students in two-year colleges are the most diverse of any segment of higher education. This diversity, the class load, and the two-year college's commitment to the worth of the individual, combine to make effective teaching a particularly challenging task. It logically follows that faculty interest in various methods of meeting individual student needs is continuously high on any list of professional concerns.

Research projects, graduate courses, and numerous books and articles have addressed individualized instructional techniques. They have not solved all of the problems nor will this brief paper. The intention is to summarize several better known approaches to individualizing instruction and present several notions of preferences in teaching and learning styles that may help instructors in undertaking individualized instructional techniques.

One of the problems in education (and most other fields as well) is a proliferation of names and acronyms for complex techniques and methodologies. Some authors use Personalized Systems of Instruction (P.S.I.) to convey broad allusions to various processes. Others may use P.I.P. (Personalized-Individualized-Process). This paper uses individualized instruction. In general, these alternative instructional techniques are based on the following beliefs:

--teaching is more effective when students are given specific tasks or objectives to master or standards of performance to meet

--if a professor becomes a facilitator and a resource person to the learning process, rather than a dictator of the process, students will take more responsibility for their activities and become more effective learners

--students will learn more effectively if they are guided to mastery of basic steps that lead to more complex material in a sequenced pattern

--because students vary in learning styles and rates, individual pacing and alternate demonstrations of mastery should be planned and allowed.

From these beliefs educators have designed a wide variety of systems. Among the better known are programmed learning, contract learning, audio and auto-tutorial systems (A-T), computer-assisted instruction (C.A.I.), and mastery learning.

The popularity of the term "programmed learning" may have peaked, but the concept of self-paced, self-directed, self-contained packages of materials or modules can be found in many systems known by other names. Programmed learning has become a commonly adapted process rather than a discrete system. Auto-tutorial and/or computer-assisted instructional systems use similar principles, but different hardware applications have given rise to different terms. Also, a tape recorder or video cassette can be interacted with, by sound, as well as sight. C.A.I. may even provide an opportunity to be talked back to as an extension of the individually interactive process with the computer.

Mastery learning is also essentially a concept; what is to be learned can be designed into small tasks or steps (programmed), each of which must be mastered to an acceptable level of proficiency before moving to the next. Mastery learning might be seen as revolutionary when practitioners state that every student will receive a passing grade for each module in whatever amount of time it takes. Students study until the tasks are mastered. Students may choose to quit, but they may not fail. An unacceptable grade on a mastery test results in re-cycling, often in a different learning mode, in order to gain mastery. Traditional educators treat time as a constant and let achievement vary. Advocates of mastery learning would reverse the process.

One of the better known approaches to individualization is the Keller Plan or the Keller Method. Developed in the late 1960's as a more personalized approach to an introductory psychology course, the Keller Plan's elements are

clear course objectives which are clearly understood by students, the idea of mastering one unit (roughly a chapter rather than a few pages as was the format of some programmed instruction books) before proceeding to the next, making allowances for student self-pacing, using lectures and demonstrations as motivators and supplements rather than as primary information sources, and using advanced students as proctors, tutors, and evaluators of students at a ratio of about one proctor for ten students.

Implications to the Instructor

Only the rare adjunct faculty member would have the time and the inclination to write programmed modules or put a course on a series of tapes with corresponding workbooks. Many also find that the commercially available materials (on tape, video, or other media) lack certain elements important to a course--and are too expensive. Nor can adjunct faculty disregard the college calendar when grading students, and using graduate students as teaching assistants is not an option.

The point is, however, that some of the techniques can be adapted and used by anyone. Some faculty are surprised to learn that they have already begun individualizing by stating clear objectives for students and organizing courses into units, each of which should be mastered in sequence. If a few students need more time to master a section of work, this might be accommodated through extra class sessions or seeking peer tutor assistance. An important lecture or unit summary could be dictated to a cassette recorder and made available (or recommended strongly) to selected students. Alternate assignments (such as a demonstration or an oral report rather than a paper, or a case study rather than an essay) can sometimes be designed which do not "make it easier," but rather, more likely that a few students gain skills or knowledges. Individualization can be approached.

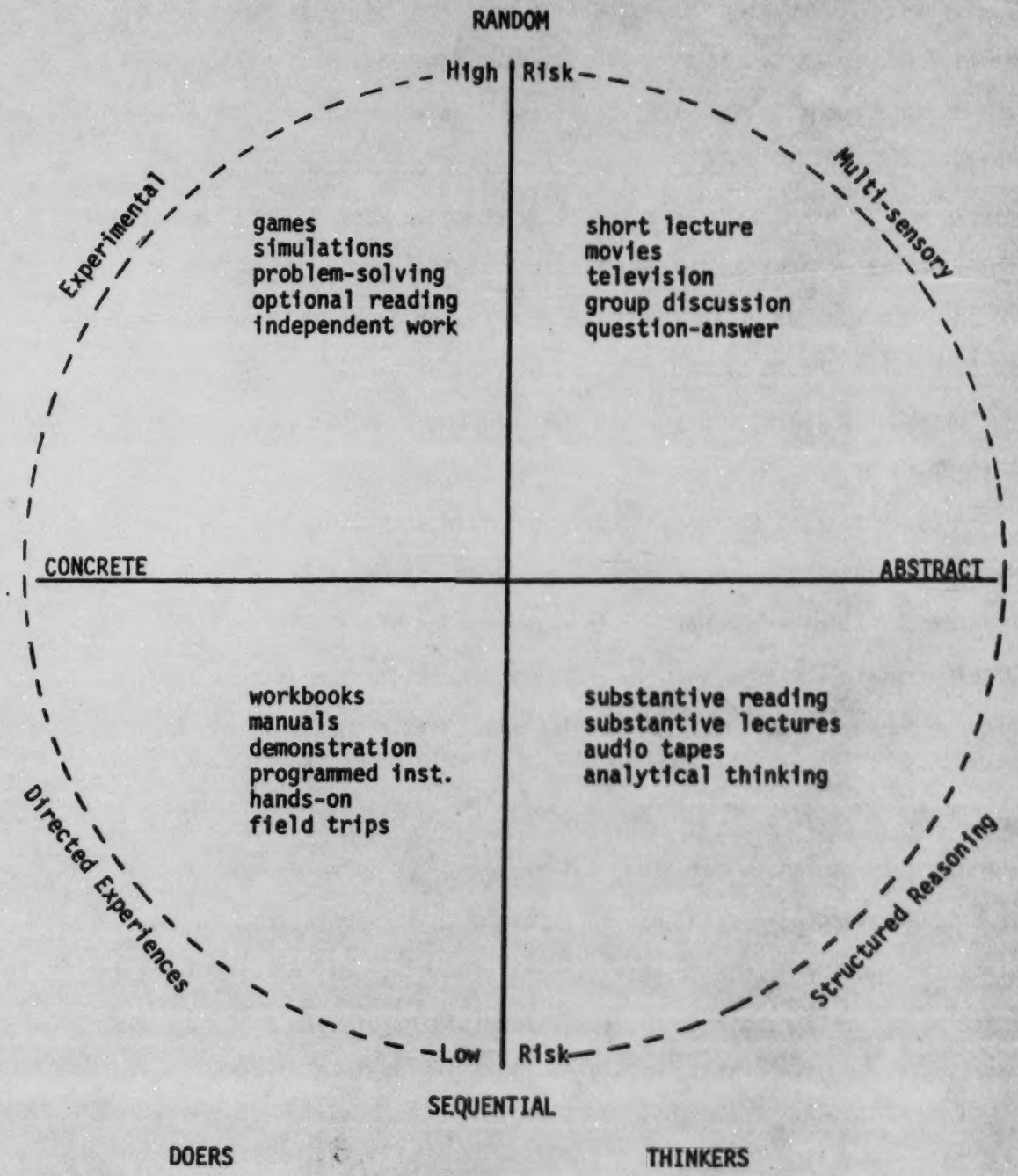
Teaching and Learning Styles

The notions of preferred teaching styles and preferred learning styles are related to the problems and promises of individualizing instruction. Research has verified that teachers have preferences of behavior in the classroom. Some are most comfortable in lecturing; others in a question-answer-discussion situation. Some are oriented to problem-solving applications of the course material as opposed to theoretical analyses. Too often faculty teach as they were taught, effective or not.

Students also have preferences for learning styles, even though they may be subconscious. An oversimplification is the difference between the thinker and the doer. The precise variations are infinite from person to person but some general categories of style preferences are: a) structured reasoning (readings, lectures, and analytical thinking); b) multi-sensory (group discussion and interaction, movies, television); c) experimental (simulations, games, optional assignments, problems); and d) directed experiences (workbooks, demonstrations, programmed instruction, hands-on activities).

Students will tend to prefer one of these general categories much of the time but preferences will change with different kinds of material to be learned. As with teaching styles, the course content is an active variable in preferred style. Techniques of teaching and learning small engine repair should differ from techniques of teaching and learning ethics of health care. Information can be concrete or abstract, sequential or random. A person's preferred (most comfortable or effective) way of receiving and processing the information will vary as the kind of information varies.

The following diagram combines the concepts of styles, preferences, and teaching techniques. The resulting relationships should be interpreted as general tendencies rather than absolute compartments.



Matching and Mismatching. Matching the type of content, for instance, sequential-concrete, with a preferred learning style of directed experiences leads to teaching techniques of demonstration, manuals and hands-on experiences. Matching should produce, in general, more effective learning and more satisfied teachers and learners. If, however, the student's preferred style is multi-sensory, having learned to enjoy media, television and group interaction as opposed to directed experiences, a mismatch occurs and problems may arise more readily. A similar mismatch could occur if the teacher is an abstract-sequential (lecturer and thinker) and the material is concrete-random. The teacher is uncomfortable in changing style just as the student would be. Again, there is no absolute resolution to the match or mismatch question. Common sense dictates matches should probably be sought more often but then mismatching can help students learn to cope with the world where both situations will have to be faced.

The usefulness of these concepts for instructors is in helping them better understand their own behavior as well as the behavior of students as each interacts with each other and the course content. These concepts can also help explain why some faculty and/or students dislike certain courses. People can learn to change, but often the content is a constant.

The Challenge

Individualization is not a magical process. It is more work in instructional planning and the use of more than one teaching technique. It requires the faculty member to know student strengths and weaknesses more intimately. It will require close evaluation of individuals to insure that the particular technique did, in fact, produce the desired results. It will

require specification of performance standards and the ways that the performance will be assessed. It may also result in more students performing at acceptable levels. Most instructors invent ways to better cope with their students' problems. It comes with the territory, particularly for two-year college faculty, the first wave troops of the higher education army. Individualization can be approached successfully through self-study, trial and error and commitment to students as individuals.

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Resource Paper #3.8: INSTRUCTION BY LECTURING

Purpose: Lecturing is the most frequently used approach in teaching. Although it is the most misused technique, it can be effective and informative with careful planning and preparation. Every instructor needs to become more proficient in lecturing. This paper lists the basic techniques of the lecture instructional approach--the explanation technique. Explanation is defined as description, interpretation, analysis, direction giving, and clarification in an informal and conversational manner.

Lecturing serves the following functions:

1. to disseminate information;
2. to provide information not available elsewhere;
3. to organize and present material in a particular way for a specific group;
4. to arouse interest in the subject;
5. to provide an introduction to an area or give directions to students who will be instructed by other training methods;
6. to highlight information previously read;
7. to synthesize, abbreviate, and summarize previously presented information;
8. to clarify specific points;
9. to adapt previously learned information to new situations or other content areas.

The lecture method is less effective than other methods for:

1. achieving higher level cognitive perception objectives like analysis, synthesis, or evaluation;
2. achieving applied skill objectives.

"Lecturing is like throwing the shot: You spend all your time getting together a very heavy message and then just fling it" (Davis, 1976).

Techniques of Lecturing

A. Varying the Stimuli

Instructors cannot always be sure that the "variety" believed to be present is experienced as variety. Only by obtaining feedback are instructors in a position to identify discrepancies between assumed accomplishments and actual consequences.

One professor ends each class with a demonstration (visual references to the lecture's concepts). What he was saying is, "This class is over." If he changed after several weeks and gave the demonstration two-thirds of the way through the class, 40 percent of his class would have piled their books on their desk. Some would have their coats and hats on, ready for departure, not ready to learn. This points out that sometimes changing the stimuli can be detrimental. (Try giving a short quiz the second week of class!) Never assume.

Alternative means for varying the stimuli--

1. Avoid stereotyped behavior: removing and readjusting glasses, pacing back and forth, twisting a button, speaking with the same pitch, volume, and speed.

   Ask yourself "How does my voice quality help students to identify major points from less important ones?"

   Try having a video or audio recording of your lecture.

2. Use a variety of media: overhead, 35 mm slides, 16 mm films, videotapes.

   These can convey material directly or supplement verbal presentations.

3. Use small-group techniques: three or four students might be asked to spend a few minutes in discussion.

   Ask each group to report its findings to the larger body.

4. Pause in the lecture: to give students an opportunity to think about the material that has been presented or to summarize their notes.

   The fatigue of sitting can be relieved by standing and stretching.

5. Use humor in a spontaneous fashion: provides variety in a lecture.

   Spontaneous humor at one's own expense demonstrates security and contributes to a warmth otherwise absent.

If people can laugh together, the self-reference cast by age, sex, and position disappear.

6. Ask questions: this can serve to emphasize the important points.

   It gives students a chance to practice with knowledge recently acquired; it can motivate students' attention.

   Serves as evaluation to effectiveness with which a point or points have been made. Try giving all students four different colored pieces of paper (ask a multiple-choice type question), student must hold up the color which corresponds with the right answer.

7. Let the student ask questions: some lecturers find it desirable to take questions during the presentation. Leave some time at the end of class to deal more thoroughly with those asked during the lecture or to answer additional questions.

   Questions can be a liability--when they are not related, or you do not know the answer, or not enough time remains.

   Establish a "lecture committee." This group collects questions on lecture material from other students, gives them to the professor during the week, and he/she answers these in next week's lecture.

   Some teachers have used automatic taping devices on their phones.

B. Making a Point

1. It is important to underscore concepts: by differentiating these points from the content of the lecture which is designed to arouse interest, students will be better able to perceive and remember the important aspects or points of the lecture.

   "Now hear this, you may see this point on an exam. You must understand this concept."

2. Limit the number of points to be covered: the lecturer should undertake to present only the number of points which can be made realistically in the time available.

   Sometimes ask the student what were the major points in the lecture, "I would like them to reply that (...)." Roughly, five such points should be made in a 50-minute lecture period.

3. Begin with a concise statement: this consists of a brief/concise statement of the point, usually associating this initial statement with a visual presentation on a chalkboard with the key words in the statement.

"When supply is greater than demand you will have lower prices."

4. Elaborate on the point: give more details, provide visual or verbal illustrations, explanations, and examples.

   "If the supply continues to exceed demand, it may be possible to purchase this good or service for much less in the future. What happens to price if demand exceeds supply?"

5. Solicit feedback: try some of the procedures described earlier under "varying the stimuli."

   Give an example to small groups, ask questions, present both sides, first side will dominate learner's impression.

6. Summarize, recapitulate the point: even when the instructor can judge from students' participation or questions that they have made a point effectively, it is advisable to sum up. A brief recapitulation of the explanation, examples, and illustrations may consolidate the learning for many.

   Special attention needs to be given to the pacing of the presentation and to the feedback from students...feedback which makes certain they are with you at each stage in the development of that point.

C. Managing Lecture Content

Adopt some organizational schemes for each lecture: in order to integrate particulars into the totality of the course, some organizational scheme needs to be selected for each class session. These organizational schemes can take a variety of formats.

1. Topical
2. Problem-solving
3. Chronological

You may want to use a combination.

D. Motivating Listeners

1. Link course material to real-life situations: use brief/ concrete examples or illustrations, use examples that link with students' experiences.

2. Make explicit the interrelationships in course content: help students see the "big picture."

Show students the relationship of particular course aspects to a greater whole. You may be providing one way for students to see the importance and significance of the subject matter, and thereby motivate their attention.

3. Communicating enthusiasm: important to be effective when lecturing and, if the instructor is frequently unenthusiastic about the lecture's content, two kinds of questions are worth asking:

   a) Is the topic important?

   b) Is it possible to lecture on those topics of greatest enthusiasm and approach other aspects of the course through different methods (guest lecturers, films, independent study)?

SEVEN MUSTS FOR A GOOD LECTURE

1. Careful attention to planning each lecture.
2. Decide on an appropriate number of points.
3. Establish a framework for developing a theme.
4. Link content to student experiences or interests.
5. Get feedback from students on their experiences.
6. Offer variety.
7. Convey natural enthusiasm.

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RESOURCE PAPER #3.9: THE EXAMINATION PROCESS

Purpose: The intent of this resource paper is to provide the instructor with general guidelines for more effective development and use of tests, both short-answer and subjective types.

General Suggestions

(A) Make sure the test reinforces and evaluates the course objectives you have established. If tests require rote memorization, you neither evaluate thinking ability nor encourage students to indulge in it.

(B) Decide upon the primary purpose of the test before constructing it. If the purpose is instructional, design it to help students see their strengths and weaknesses, (diagnostic). If the purpose is mastery, it should indicate whether the student has reached the minimum level of learning necessary to proceed. When the criterion is not met, the student would normally be expected to study further in the area before going on. If the purpose is measurement, the test should assess how well the student does in comparison with others who took the test and/or how much of the content has been mastered by each student.

(C) Make your tests as VALID as possible. Validity refers to how well the test measures what it was intended to measure and requires that the test be appropriate for these students.

(1) Give approximately the same proportional weight to each learning domain as you have in your objectives and your teaching.
Cognitive domain emphasizes the mental processes, learning basic facts to the levels of abstract thinking.
Affective domain comprises interests, attitudes, values, appreciations and individual adjustments.
Psychomotor domain include skills and physical tasks, use of equipment with accuracy. Occupational students must be able to manipulate along with knowledge of "How".

(2) Balance the weighting of levels of learning within these domains, making sure that what is asked of the student on the test is similar to what has been expected in class and/or homework assignments.

(3) Test the various course topics in proportion to the emphasis they have received in class. Tests only sample what students have learned. Certain topics or chapters are over or under-emphasized on the exam. If there is a deliberate attempt to do this, be sure to advise students well in advance.

(4) Be cautious about using tests written by others. Textbook tests, tests prepared by outsiders, tests written by a team of instructors have unique advantages, but can easily be inappropriate for a particular section of a course.

(5) Make every effort to assess that which has been accomplished in this course. It is impossible in some areas to avoid testing knowledge accumulated from several courses, but make sure this is not done on all tests. Secondly, do not give tests which are really intelligence tests rather than achievement tests of the course materials. Third, be careful about rewarding the "good" test-taker. It is important to avoid anything which might determine the students' scores other than their mastery of the material.

(D) Make your tests as RELIABLE as you can. Reliability refers to the consistency of the test's assessment. Anything that increases "chance factors" in student responses or instructor scoring will lower the test's reliability:

(1) Adopt a length that is appropriate for the time allowed for the test. A test period often is less than the standard class period. Rule-of-thumb guidelines suggest students can answer about 1 recall, 1½ multiple-choice, 3 true-false or 4 matching questions per minute.

(2) Work to attain a reasonable overall difficulty level as well as a difficulty level appropriate for the type of question used. Questions should range from quite easy (to encourage students and relieve some tension at exam time) to very difficult (to challenge and identify the top students). Questions so easy that 90% of the class answer correctly or so hard that 30% or fewer answer correctly are of little value for measurement. Mastery tests often do not follow this rule since every student is expected to attain certain levels before proceeding. (How would you like to have a surgeon operating on you who received an 80% grade?)

(3) Increase the total number of items if you need to enhance reliability. There is, of course, a point of diminishing returns--time spent on testing which might be better spent in other instructional activity.

(4) Reliability is negatively influenced by ambiguous questions; tests that are too long, short, hard, easy, inadequate directions, and allow for several acceptable answers.

(E) A good test provides every student taking the test with the same opportunity to do well:

(1) Directions must be the same for everyone; all should have equal amounts of time, help, equipment, supplies.

(2) Test should be constructed so that the same performance will receive the same score even if scored by different graders or by the same grader at different times.

(3) Test must be easily read--both written legibly and at the reading level of the students.

(4) Use language similar to that used during instruction.

(5) Design the test lay-out to help students as much as possible--test knowledge not their ability to solve puzzles.

Guidelines for Construction of Short-Answer Tests

Recognition items include multiple-choice, true-false and matching. The marking process is highly uniform because the key is determined in advance. They are "objective".

(1) Suggestions for construction of multiple-choice

-stem should clearly present the problem or question.

-it is generally best to use direct questions rather than incomplete statements for the stem.

-include as much of the item as possible in the stem so that the alternatives can be kept short.

-alternatives should be listed on separate lines so that all options can be clearly distinguished. Never include the options as part of a narrative along with the stem.

-all options should be plausible to the stem. Do not write poor alternatives just for the sake of having more options.

-keep alternatives for an item approximately the same length. Avoid making the correct response consistently longer.

-using "all of the above" and "none of the above" as alternatives will change the item to a series of T-F questions.

Strengths

-most versatile of all test types.

-tests level of understanding and ability to apply learning.

-useful for obtaining diagnostic feedback if alternatives are constructed to cover common errors.

-excellent basis for post-test discussion.

Limitations

-are difficult and time-consuming to construct well.

-may appear too discriminating (picky) to students, especially when alternatives are well constructed.

-are open to misinterpretation by students who read more into questions than is there.

(2) Suggestions for construction of True-False

-use large number of items (75 or more when entire test is T-F). Could guess half by chance.

-do not take statements verbatim from the text.

-avoid extremely long and complicated statements, or you may be testing reading ability rather than knowledge of the material.

-avoid negatives, especially double negatives.

-avoid ambiguous and trick items.

-the diagnostic value of the items can be increased by having students revise all false statements to read as true ones.

-use statements which are entirely true or entirely false; otherwise the well-informed student is often penalized.

-avoid tip-off words: all, always, never, every, none and only usually indicate a false statement; whereas generally, sometimes, usually, maybe, are often used in true statements.

-avoid ambiguous terms: several, seldom, frequently; use phrases like "50 percent of the time."

Strengths

-easy to score.

-cover more content since students can respond to more items in the time allowed.

Limitations

-may not be a true estimate of student's knowledge since 50% could be right by chance.

-students generally consider them "tricky".

-tend to be extremely easy or extremely difficult.

-poor for diagnosing students strengths and weaknesses.

(3) Suggestions for Construction of Matching Items

-include only homogeneous material in a set of matching items (i.e. do not use dates and places in the same set).

-to reduce the amount of reading, use the more involved expression in the stems and keep the responses short and simple.

-arrange items in the response column in some logical order--alphabetical, numerical, chronological.

-always place an entire set of items (stems and responses) on the same page.

-use no more than fifteen items in one matching set.

-if responses are to be used only once, provide more responses than stems to prevent students from using the process of elimination rather than concentrating on the answering of each question.

-can use a response as the correct answer for more than one stem but never multiple responses for one stem.

-number each stem for ease in later discussions.

-use capital letters (A, B, C, D, E) for the response signs.

Strengths

-are especially suitable for who, what, when and where questions.

-are generally quite brief and uninvolved.

-permit more efficient use of space when there are a number of similar types of information to be tested.

Limitations

-seldom can be used to measure beyond recognition of basic factual knowledge.

-are usually poor for diagnosing student strengths and weaknesses.

Recall items: involve fill-in-a-blank, short answer, brief one-sentence definitions or explanations. Little leeway is allowed in correct responses although some allowances may be made for synonyms or slight variations.

A. General Suggestions

-it is best to use original questions rather than take sentences directly from the text.

-make statements clear and concise, leaving no question about what is to be done.

-use vocabulary and phrasing as found in the text or as presented in class.

-give explicit directions as to what is expected of the students and what variations will be accepted in the answers.

-it is recommended that partial credit be deducted for spelling errors, omitted units on math problems, and the like.

-more credit can be given for recall items than for T-F or matching.

B. Fill-in-the-blank items

-word the statement to encourage a specific response.

-never use a long quote with blanks left every few words.

-the blank should be a one-word response--or at least a phrase of closely related words.

-scoring can be facilitated by having students write their answers in a column to the left of the items.

-little evidence to recommend them over other item types unless the need for specific recall is essential.

-leave out only important terms or expressions for students to fill in. Do not leave out insignificant words such as "a" or "the".

-use "a/an" preceding blanks in order to avoid giving clues to the correct answer.

C. Short answer, definitions and lists

-specify the source of the item (lecture, text) so that students will have the criteria to judge their own responses.

-indicate whether you require specific wording, paraphrasing or illustrations.

-it is usually best to ask for a specific number in a list and base the credit given on that number. Asking for "5 of 6" gives the student a little margin.

-leave enough space for the student to respond right after the question--both to help the student keep the question in mind and to give some guidance as to the length of response expected.

Strengths

-are very easy to prepare.

-use vocabulary or phrasing exactly as presented in instruction or readings.

-are good for strictly factual information where a specific word or expression is important to know.

-reduce guessing since they require a definite response rather than simple recognition of the correct answer.

Limitations

-reduce objectivity in scoring unless only one word or expression is correct.

-tend to test only rote, repetitive responses--often using the words of the text.

-may discourage the student because the test is so precise and often difficult.

-make scoring difficult and time-consuming--often must be done by the testwriter.

-encourage a fragmented study style since memorization of bits and pieces will result in higher scores.

Using Subjective Test Items

Subjective items include essay and oral questions for which no one exact answer is expected. An essay test item is one for which the student supplies, rather than selects, the correct answer. More specifically, an essay test item demands a response composed by the student, usually in one or more sentences, of a nature that no single response can be listed as correct, and the accuracy and quality of which can be judged only by a person skilled and informed in the subject. Such items are best used to assess synthesis, creativity, understanding of implications, ability to determine relationships.

Guidelines for Construction of Subjective Items

A. General Suggestions

-use novel problems or material whenever possible, but make sure they relate to class content.

-be sure the questions are comprehensive rather than dealing with small units of content.

-be careful to present directions so that the student is perfectly clear about what needs to be done.

-instruct students how to respond; i.e., plan ahead, outline before final response, distribute time cautiously.

-allow appropriate time for students to do justice to the questions.

-provide guidelines concerning the amount of time to spend on each question as well as the length of response.

-specify the proportional value of the questions in comparison to the total grade.

-when dealing with controversial topics, make it clear that the task is to logically present a position rather than take a particular stand.

B. Oral items

-it is best to develop a pool of items of about equal difficulty and comprehensiveness.

-have more than one person answer each question.

-use a random selection process when choosing the specific question for a student.

-avoid such behavior as raising the eyebrows, which might signal to the student that he's on the wrong track and should find another answer.

Strengths

General

-are less time-consuming to prepare than any other item type.

-can be written to test abilities to reason, integrate, think critically and solve problems.

-encourage students to strive toward understanding a concept as an integrated whole.

-allow expression of both breadth and depth of learning.

-encourage originality, creativity and divergent thinking.

Oral items

-allow students to modify responses according to the examiner's reactions.

-allow for further probing when an answer is not as explicit as desired by the examiner.

-eliminate the hazard of judging an answer upon the basis of the writing skill exhibited.

Essay Items

-allow a freedom of response.

-call for an application of knowledge.

-require students to present thoughts in an organized manner.

-reinforces basic writing skills.

Limitations

General

-permit only a limited sampling of learning due to the time required for students to respond.

-are not appropriate for every subject matter.

-are not efficient for assessing knowledge of basic facts.

-provide students more opportunity for bluffing, rambling and "snowing".

-are pitfalls for students who tend to go off on tangents.

-difficult and time consuming to score.

-are often subject to biased and unreliable scoring.

Oral Limitations

-are especially trying for students who have poor speaking skills or are anxious in verbal situations.

-allow the examiner to be a positive or negative influence.

-present complicated and time-consuming scheduling problems.

-if only one question is used and information is "leaked" the last scheduled students may have an advantage. Multiple questions of equal difficulty are tough to produce.

Essay Limitations

-difficult and time-consuming to grade objectively.

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Resource Paper #4.0: EVALUATION OF COLLEGE TEACHING

Purpose: This paper lists eight sources of information which have been used in the past to evaluate college teaching. It describes some of the advantages and disadvantages of each for your consideration.

Classroom Visitations

Typically this involves the observation of one class by the department head or a colleague. An observation form is usually used to record comments.

Advantages

1) The observation is made by someone knowledgeable in the field who can judge such factors as the comprehensiveness of the coverage and the currentness of the material, as well as teaching techniques.

2) The observer can concentrate on the process of the teaching, including the organization of material and the kinds of transitions employed.

Disadvantages

1) To be totally reliable, this approach requires two or more visits by two or more persons; therefore, it is very expensive in terms of professional time.

2) There is the question of observation criteria. Often visitors tend to judge another's teaching by how they themselves teach. This is an inappropriate criterion. One solution is to discuss with the instructor before the visit what he or she is trying to accomplish in that class. Some formal training of the observers is also helpful.

3) The observation can occur on an off day for either the class or the instructor.

Course Portfolio

This portfolio would contain most or all of the materials which the instructor has developed to teach the course, (i.e.) course syllabus, papers or other assignments, bibliography, examinations, and quizzes. Ideally, it would include a detailed description of the instructional objectives for the course. It should also contain information about student performance, possibly graded samples of student examinations or papers, or perhaps statistical data generated from computer-scored tests. The intent of the course portfolio is to provide data about the course which would give a reader a good idea of what went on in the course. Based upon this data, someone knowledgeable in the field could make a judgment concerning the effectiveness of the course.

Advantages

1) The portfolio makes use of data already available. This data can provide a rich source of information about the course, especially to someone knowledgeable in the field.

2) This information would be useful to others teaching the same course.

Disadvantages

1) The portfolio might not be an accurate reflection of what actually went on in the class. It might represent the instructor's aspirations more than accomplishments, and could be subject to biased rather than representative inclusions of materials.

2) It should be judged by several people to avoid subjectivity. As with classroom visits, a faculty evaluator may inappropriately use his or her personal teaching approach as the criterion to judge another's teaching effectiveness.

Long-term Follow-up of Students

This source would encompass any kind of follow-up of students after the course has been completed, including performance in later sequential courses and opinions of employers.

Advantages

1) The criteria used by the respondents tend to be more "true-to-life," more relevant to the goals of a college education.

2) Such long-term follow-ups can capitalize on the "wisdom-of-hindsight"; judgments can be based upon the respondents' actual experience rather than someone's guess about what learning may be meaningful after graduation.

Disadvantages

1) It is often difficult to determine which instructor influenced which outcome.

2) The criteria used by the respondents tend to be limited to those aspects of a course which they have found personally useful to date, neglecting what might be useful to others, or helpful later in their lives or careers.

3) Developing appropriate surveys, obtaining correct addresses, and mailing the materials, including a second mailing to those who fail to respond, represent a considerable effort of both time and money.

Measurement of Student Achievement

This source is intended to include only those direct measurements of student achievement in which one may place confidence in both reliability and validity of the measurement. Well-constructed course examinations are common

methods of measuring achievement if standardized test is not available. Other measures might be locally developed tests built on concepts of criterion-referenced measurement, mastery or competency-based learning.

Advantages

1) These methods attempt to measure the students' learning directly. They do not depend upon opinions of what the instructor's students are learning.

2) They provide detailed information concerning student performance.

Disadvantages

1) Such measurement, to be done properly, requires much more effort than is typically given to validate locally constructed exams.

2) They provide no information other than student performance. Students may fail to learn because of deficiencies in their own behavior or attitude, not the instructor's. Conversely, students may learn despite the instructor.

Opinions of Deans, Department Heads, Colleagues

Opinions are sources of information which are related to classroom teaching but are often formed from observations and interactions outside the classroom.

Advantages

1) These opinions provide information about aspects of teaching which may not be covered by other sources; for example, course revisions, curriculum development, service on departmental or instructional committees, mastery of one's academic discipline and the like.

2) Such opinions provide a broader view. Almost all faculty members have professional obligations beyond the classroom. To restrict the

evaluation of teaching only to classroom activities could omit useful evaluatory information.

Disadvantages

1) These opinions are almost always based upon incomplete information and so tend to be subjective. One may place more reliance upon such opinions when there is a consensus; otherwise, these opinions should probably be given little weight.

2) Colleagues may be, in some sense, in competition with one another; for example, in institutions with tenure quotas or merit-pay systems. In such cases peer evaluations may be subject to conflicts of interest.

Self-Evaluation

There are many different forms that a self-evaluation might take. One possibility would be a detailed description of all of the individual's teaching responsibilities accompanied by judgments by the individual of his/her perceived effectiveness for each responsibility. These judgments should be accompanied by a description or other information that supports the judgment as well as explanations of extenuating circumstances and suggestions for improvement where the need for improvement seems to be indicated. Anyone can have a "bad" class or a "bad" term. The teacher who is aware of these, however, and can make appropriate suggestions concerning how to correct such situations, in the long run, is probably an effective teacher. (And evaluation should cover the long run, that is, not be limited to the fall term of the year a tenure decision must be made).

Advantages

1) There are some things which only the instructor knows, or remains aware of. There may have been something unique which influenced a

given course which would not be covered by a standardized approach. Self-evaluation may be the only way to insure that such information is included in the total evaluation.

2) Most instructors evaluate themselves throughout the course. A formal self-evaluation allows these thoughts to be summarized and put in a constructive context.

Disadvantages

1) Self-evaluation can be very subjective and biased because it is very difficult to be objective about oneself, especially if an important career decision or award is involved.

Systematic Student Ratings

Although the importance attached to such ratings varies considerably, they are widely used by institutions of higher education. They have been researched more than any other source of information about teaching effectiveness.

Advantages

1) Students typically observe more of the instructor's teaching than is ever possible for colleagues or department heads. The students have a global picture of the course. Further, observations by many students are typically obtained.

2) Since the students have already observed the instructor and have probably given some thought to his or her effectiveness, the only additional effort required is in obtaining their ratings. Students can do this in 15-20 minutes on most forms designed for this function.

3) A large number of standardized evaluation forms and systems are commercially available.

Disadvantages

1) The students are not subject matter experts. Although they can rate some things, for example, whether the instructor encourages questions, other judgments are beyond their competence, e.g., how knowledgeable the instructor is of the academic discipline.

2) Student ratings can be influenced by the students' own characteristics and needs.

3) Most student rating forms are designed to evaluate traditional teaching approaches that may not fit certain kinds of classes or instructional settings.

4) Sometimes too much value is placed on student ratings.

Academic Advisement

Effectiveness in academic advisement is information related to teaching effectiveness. Most colleges expect that instructors will provide some help outside of class to students taking their courses. Some information about this activity is often included on many student rating forms.

Advantages

1) Teaching (like learning) is not restricted to the classroom. Often this is the only person a student has contact with.

2) At institutions where academic advising is considered important including information about its effectiveness is a logical requisite.

Disadvantages

1) Obtaining systematic and complete information is difficult and time consuming.

2) Student use and assessment of academic advisement is often more dependent upon student needs and expectations than upon what the faculty member actually does. Many students do not use their advisors

because they feel capable of making their own plans, not because they think the particular advisor is ineffective.

3) Advisement for students in programs with few elective choices is not the same as for students in programs with many choices.

Sources Which Should Not Be Used

Many educators suggest little importance be attached to the four sources of information described below for the reasons given.

Enrollment in Elective Courses Taught by the Instructor

The reasoning behind using enrollment in elective courses to evaluate teaching effectiveness is the assumption that if students take one course from a certain instructor and found him/her effective, they will be likely to enroll in another course offered by that instructor. There is some logic to this assumption, but students may enroll in the course for other reasons: they may like the discipline despite the instructor; that time slot may be the only one open to them; or they may feel that they have impressed the instructor once and can slide through a second time. Since the meaning of such enrollment is unclear, it is recommended that such enrollment figures not be used as a reliable source of information to evaluate teaching effectiveness.

Grade Distribution

The rationale behind using grade distributions is not entirely clear. Often a normal distribution seems to be what the dean is looking for, neither too many F's nor too many A's. Student grades are subject to many influences, not the least of which is the distribution of student ability, as well as the variations among instructors regarding testing and examination procedures. Finally, there is an unresolved criterion problem; should the preferred distribution be a normal one, or all A's and B's? It is evident grade

distributions are to be considered a questionable source of information concerning teaching effectiveness.

Scholarly Research and Publication

Research and publication are relevant sources of information on faculty performance at institutions where research is part of a faculty member's responsibility. Part of the folklore of higher education postulates that the investigation of publishable research questions improves one's teaching. However, research (Linsky and Straus) suggests that excellence in research and teaching effectiveness are essentially independent of one another. Studying one's discipline does not require publication to be a valid activity to improve teaching.

Informal Student Opinions

Typically complaints come from students who walk in and talk with the Dean or department head. Such opinions are rarely representative of the entire class and should not be used in any substantive way to evaluate the teacher.

Recommendations

It is clear that no single source of information can be unreservedly recommended for evaluation of college teaching. Most educators recommend that several sources be chosen so that, in combination, they provide accurate and valid information about all of the individual instructor's teaching responsibilities.

It seems that teaching responsibilities of most faculty members can be fairly assessed using a combination of student ratings, classroom observations, opinions of colleagues and department heads, and self-evaluations. For any teacher with academic advisement responsibilities a survey for their advisors

should also be used.

If a faculty member's major responsibility is teaching, student feedback is an essential part of the evaluation process. The classroom observation formalizes the supervisory relationship and can provide the beginning for real improvement effort as well as verify effectiveness data from other sources.

The course portfolio may be a useful addition to the evaluatory process, particularly in tenure evaluations. Some aspects of this method are often part of the supervisory observation.

Opinions of colleagues and the department head are probably the most accurate and most easily obtained source of information concerning the extra classroom teaching activities that may be related to classroom performance but are certainly related to the college teaching role. Self-evaluation is necessary not only for fairness, to hear "both sides of the story," but for accuracy's sake; unique and significant circumstances sometimes can be only provided by the teacher. When these objective and subjective sources tend to reinforce each other, evaluators may feel reasonably confident. When inconsistencies appear, the gathering of further information is indicated.

In order to fully round out the process, faculty should be allowed to evaluate the evaluator and the methods/instruments used in teacher evaluation. Evaluations have the potential to help everyone and should be conducted with a constructive motive. If college teaching is only evaluated when promotion or tenure decisions are to be made, it should not surprise anyone if evaluation is viewed with suspicion.

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APPENDIX

OUTLINE OF CONTENT

SOURCEBOOK: INDIVIDUALIZED INSERVICE EDUCATION FOR ADJUNCT OCCUPATIONAL FACULTY 1980

Introduction: Overview and Perspective

A. A Prototype Handbook for Adjunct Faculty

Welcome Letter from College President

College Calendar

Description of Local College
- a. History
- b. Role in Community
- c. Programs
- d. Enrollment Patterns
- e. Placement
- f. Staff
- g. Future

College Policies and Procedures
- a. Payroll Procedures - New Faculty
- b. Salary Scales
- c. Withholding
- d. Residency Requirements
- e. Returning Part-time Staffing Procedures
- f. New Faculty Orientation
- g. Parking
- h. Room Assignments
- i. Class Cancellations
- j. College Closing for Weather or Other Emergency
- k. Urgency Situations
- l. Food/Drink/Smoking
- m. Food Services
- n. Bookstore
- o. Textbook Return Policy
- p. Audio-Visual Equipment Use
- q. Instructional Typing
- r. Field Trips

Admission and Grading Policies
- a. Admitting Student to Class
- b. Drop/Add
- c. Student's Attendance Policy
- d. Office Hours
- e. Withdrawal and Refund Policy
- f. Late Registration
- g. Grading Philosophy
- h. Mid-Term Grades
- i. Final Exam
- j. Make-Up Days
- k. Final Grades
- l. Change of Grade
- m. Academic Dismissal from the College
- n. Conditions for Continuing at the College

Student Advisement

General Assistance for Adjunct Faculty

Sex Bias and Stereotyping

Special Needs Students

Sample of Course Outline

Guidelines for the First Night of Class

Adjunct Instructor Preparation Checklist

B. *Determining Needs and Program Priorities for Increasing the Effectiveness of Adjunct Faculty*

Options for Determining Priorities

Detailed Survey Instrument

Suggested Methods of Analysis

Brief Opinion Survey

Faculty Self-Improvement Checklist

C. *Individualized Inservice Materials for Adjunct Faculty in Career Programs*

Mission of Community College

Motivating Students

The Adult Student

Thoughts on Effective Teaching

Instructional Roles

Using Instructional Objectives

Questioning Techniques

Instruction by Lecturing

Discussion Groups: An Instructional Technique

Testing and Grading

D. *Bibliography*

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